DOCUMENT RESUME

ED 460 866 SO 025 123

AUTHOR Karl, Ann Marie M.
TITLE Governor LeRoy Collins: Lessons in Leadership and Citizenship.
INSTITUTION Florida Law Related Education Association, Tallahassee.
PUB DATE 1995-00-00
NOTE 36p.; Accompanying videotape, "Where He Stood," not available from ERIC. Funding assistance provided by the Florida Bar Foundation Interest on Trust Accounts Program.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Citizen Participation; *Citizenship Education; Civics; Curriculum Development; Elementary Secondary Education; Futures (of Society); Government Role; History; *History Instruction; Institutions; Instructional Materials; *Law Related Education; Legislation; Public Officials; Social Studies; *State Government; Teaching Methods
IDENTIFIERS *Florida

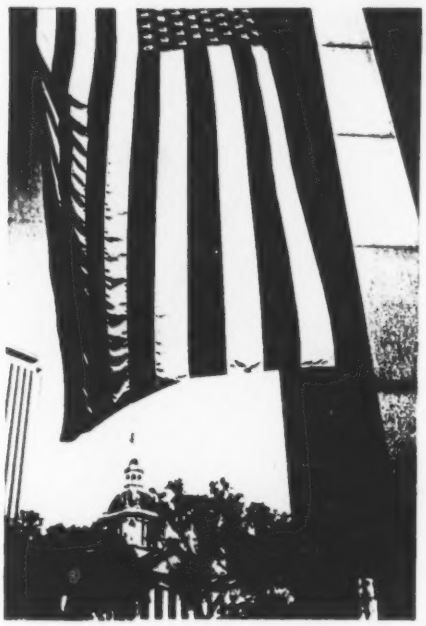
ABSTRACT

This guidebook facilitates the study of the life and work of LeRoy Collins, Florida's 33rd Governor (1955-1961), through a law-related education program. It is designed to accompany the instructional videotape about Collins, "Where He Stood." The goal is to have all Florida students and future citizens identify, appreciate, and be able to define and analyze Governor Collins' major achievements, especially his leadership and character. In the process of studying the governor's achievements, students' analytic and comparative skills should be refined. They should make connections regarding Florida issues, then and now, encouraging constructive approaches for dealing with today's problems. Students also are encouraged to examine the issues that will face Florida in 2000 and beyond, when Florida is expected to become the third largest state in the country. They also will be encouraged to develop a sense of values and educated opinions. The guidebook provides a variety of student worksheet guides and other resource materials for teachers. (LH)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 460 866

Governor LeRoy Collins: Lessons in Leadership and Citizenship



Sponsored by
The Florida Law Related Education Association with funding assistance from the Florida Bar Foundation Interest on Trust Accounts Program.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Annette B. Pitts
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

SO 025 123

BEST COPY AVAILABLE

Written by Ann Marie M. Karl

for

The Florida Law Related Education Association
Tallahassee, Florida
Annette B. Pitts, Executive Director

The Florida Law Related Education Association is funded with assistance from The Florida Bar Foundation Interest on Trust Accounts Program.

"I want the people of Florida to understand that progress in business, industry, and human welfare can only go so far with a ward-healing, back-scratching, self-promoting political system . . . Government cannot live by taxes alone or by jobs alone or even by roads alone. Government must have qualities of the spirit. Truth and justice and unselfish service are some of these. Without these qualities there is no worthwhile leadership, and we grapple and grope in a moral wilderness."

Excerpt from Inaugural Address, 1955
Source: Forward. By Ed H. Price, Jr.
Forerunners Courageous by Governor LeRoy Collins

Governor LeRoy Collins:

Law Related Education

TABLE OF CONTENTS

I. INTRODUCTION 1

II. A. TEACHING SUGGESTIONS: "WHERE HE STOOD" VIDEO 2

B. "WHERE HE STOOD" CLASSROOM WORKSHEET GUIDE 4

III. A. GOV. COLLINS: "FLORIDIAN OF THE CENTURY" 7

B. HOUSE RESOLUTION DOCUMENT 9

C. HOW AN IDEA BECOMES LAW 10

IV. FLORIDA 2000: ISSUES THEN AND NOW 11

V. FLORIDA LEADERSHIP AND CITIZENSHIP DAY: MARCH 10TH 14

VI. A. TEACHING IDEAS FOR FORERUNNERS COURAGEOUS: STORIES OF FRONTIER FLORIDA 18

B. STUDENT WORKSHEET GUIDE 19

VII. GOV. COLLINS' WRITINGS: ST. PETERSBURG TIMES 21

VIII. A. COMMEMORATIVE PLAQUE: CREATIVE EXPRESSION 23

B. STUDENT WORKSHEET GUIDE 24

IX. FLORIDA CONSTITUTION REVISION? 1997 CONSTITUTION REVIEW COMMISSION 25

X. "LEROY COLLINS: THE HAPPY WARRIOR," STATEWIDE LIBRARY PROJECT 27

XI. ABOUT THE AUTHOR 28

I. Introduction

This teacher's guide introduces educators to a variety of topics, creative activities, and materials which can be utilized in their classrooms to teach Florida students about Governor LeRoy Collins, especially in a law related studies context. Adopt and adapt the content and concepts to best suit the needs of your curriculum plans and the level of your students.

The Florida Law Related Education Association (FLREA) in Tallahassee has generously provided copies of the videotape, *"Where He Stood,"* to the 67 county school systems. Special thanks to WFSU and those responsible for the video for their cooperation in this regard.

Yearly, additional resources, educational materials, and lesson plans about Governor Collins will be available to classroom LRE teachers, especially for March 10th remembrance activities.

Through educational grassroots interests and initiative, it is hoped that March 10th will be formally established statewide, and set aside annually as "Florida Leadership & Citizenship Day," in honor of Governor LeRoy Collins.

It is hoped that the ideas contained herein will spark further interest in studying about Governor Collins and that teachers and students alike across the state will endeavor to create numerous opportunities to honor, learn from, and celebrate the vision and principles of the "Floridian of the Century."

Ann Marie M. Karl

II. A. Teaching Suggestions for "Where He Stood" Video

I. **TEACHER PREPARATION**. Preview the videotape and review the "Classroom Worksheet" for students. Become well acquainted with the content prior to showing and discussing video with your class. Get a good "feel" for what the video portrays, not just a laundry list of deeds.

The Florida Law Related Education Association has made available copies of the video; contact your county social studies representative or the FLREA in Tallahassee.

Use this video as a general foundation and source of information for further studies about Governor Collins. The worksheet serves as an organizer and springboard for student work.

II. **PLANNING LESSONS OR UNITS**

A. Integrate into existing curriculum plan, or

B. Set apart special lesson(s) or unit.

C. Select time allotment; scope and sequence.

D. Use on commemorative day, example March 10th, or Law Week.

E. Coordinate usage with other teachers: team teaching, or interdisciplinary approach.

III. **GOALS AND OBJECTIVES (Minimum)**

A. To introduce students to Governor LeRoy Collins, "Floridian of the Century", via content of video and guided worksheet discussions.

B. To have all Florida students and future citizens identify, appreciate, and be able to define and analyze the major achievements of Governor Collins, especially his leadership and character.

C. To foster student skills of analysis, comparison, and connections regarding Florida issues, then and now, thereby encouraging constructive approaches for dealing with today's problems. Applying problem solving skills and lessons from the recent past to help resolve Florida's challenges today, and to plan for future generations.

D. To learn how to "Take a Stand." Encourage students to develop a sense of values, ethics, educated opinions, and to develop the courage to take a stand on issues and to speak out, even if it is "unpopular" to do so.

IV. VIDEO VIEWING AND DISCUSSIONS

A. Pre-Test. Gauge what students know or don't know about Governor Collins and his times. This serves as immediate information feedback and a pre-screening device. Ask students to either write out in 2 or 3 short paragraphs the significance of Gov. Collins, or ask them to list out 5 specific accomplishments and 3 specific traits of the Governor. Limit this to 10 minutes. This assignment is best done spontaneously in class with each student working individually and without discussions.

B. Measurement of Learning. Evaluate the students in various ways: (1) cognitively; (2) affectively; (3) behaviorally. The premise is that learning about Governor Collins can have an impact on all three domains of learning and development. Collect the pre-test without comment or discussion. Save until the very end of your study about the Governor; then compare and contrast with the final assignments or other test/quiz or evaluations submitted by students or the class. Hand back the pre-test with the final student work(s) so that students can evaluate their own progress and to give them a sense of accomplishment.

C. Class Historians, Experts. In the event some students have already seen the video, ask them to serve as class historians, experts or specialists. This gives them a sense of importance, rivets their attention, and reminds them that it really takes 2 or 3 times of viewing the video in order to really catch all the substantive content. Hence, both the individuals and the class benefit from this arrangement.

D. Split Video. If at all possible, divide the video into 2 or 3 segments. View then discuss that portion.

E. Split Students. Assign students by numbers 1, 2, or 3. Have the 1's be specialists for the first 1/3 of the video, and so on for 2's and 3's. Although each student will be responsible for all the video, they will be specialists for a portion of the content. Have the 1's then get together to compare notes and details; then ask them to either write out a 2-page outline or creatively draw or sketch out or otherwise depict the high points of that 1/3 portion. Display on bulletin board. Groups 2 and 3 do same. Use these as reference sheets or posters for later class work.

F. One Day Only: Distillation. If you have only one day to devote to this topic, hand out worksheet, view film, assign students a short essay for homework. Example: "What stands Governor Collins took and why: Its impact on Florida."

G. Panel Discussion. Select 5-6 students for a panel with questions and answers afterward from class. Assign each student to one of the major "stands" taken by Governor Collins and ask him or her to summarize its impact.

H. Biographical Sketch. Individual or group activity. Students research a portion of Governor Collins' life, example: "Childhood in the Capitol City," or a general overview of his life, 1909-1991. Begin with highlights in Resolution. Activities may include an interview format; diary; A&E TV "Biography" show; drawings or any combination.

II. B. "Where He Stood" Video:

Classroom Worksheet Guide

Name: _____

Date: _____

Class: _____

I. INTRODUCTION:

You are about to view a video portraying the life and times of Governor LeRoy Collins, Florida's 33rd Governor, 1955-1961. It highlights many of the challenging issues he faced during this pivotal era in Florida's history and how he dealt with them as an exceptional leader.

Governor Collins was honored in 1991, by formal resolution in the Florida Legislature, as "Floridian of the Century" for his lifelong achievement and personal character. His lifetime spanned the years 1909 to 1991; his presence and influence in Florida endures now and into the next century, beyond the year 2000.

As you watch the video and take notes with this worksheet guide, examine and reflect upon not only "what" Governor Collins did and accomplished, but also "how" and "why" he did it. One of his lasting legacies to the state of Florida and its citizens is that he inspires and motivates us to tap and use our potential and talents. To be active Floridians, and alert citizens--not merely spectators; to dream and have a vision of a better life for oneself and for the state; to make a contribution in one's own unique way, and to serve the community.

II. INSTRUCTIONS:

This video serves as both a starting point introductory overview as well as a springboard for further research and study. Your teacher will give you specific instructions as to what your assignment will be for viewing the video, and for any follow-up work or class projects.

Note that this worksheet lists out, in video sequence, 20 points to help you absorb the rich content and to help you organize your own note taking. Use the worksheet words and terms to trigger your memory, and to spark your own ideas and observations. Be alert to the many other highlights, details, quotes, feelings, or other general themes you wish to comment upon or to bring to the attention of the teacher or class in your lessons or discussions.

Lastly, feel free to pose questions: questions that arise from the video about Governor Collins, the people and the times of that era, or unresolved questions that still are a challenge today.

III. NOTE TAKING AND DISCUSSION GUIDE:

1. Confederate Soldier. "This is where I stood . . ."

2. 1st Inauguration. January 04, 1955 address. Vision for Florida. 15 areas.

3. *Brown v. Board of Education* (1954). Last resort veto; interposition resolution; moral, ethical struggles; ". . . lynched a bit by bit . . . ."

4. 1956 Re-election Campaign. Window quote.

5. "Big Problems, Reasonable Solutions." McCrory's, Woolworths; Florida A & M University, protests and counter protests; conflict resolution and problem solving.

6. Governor Collins' First Statewide Broadcast: "Where are the Middle?" Moral leadership; dialogue with citizens; deep faith in people; draw out best in people.

7. USA Leadership: First governor to take a stand. Florida spotlight. "What is just, right, reasonable?" Courage of convictions.

8. Governor Collins: Personal History, development, values, and aspirations. March 10, 1909; Tallahassee, capitol politics; 9th grade teacher; education; parents; Wildwood Church; Mary Call Collins, 3 daughters and 1 son; "Political Partnership and Counselor"; political debut; values; oratory and writing skills; visionary.

9. Accomplishments: 6 years as Florida's governor. "Best salesman Florida ever had"; Florida Development Council; Florida Turnpike, road systems; education standards, community colleges, TV learning linkages; parks and recreation; public health facilities; environment; tax reform; constitutional revision; "Government in the Sunshine," accountability to citizens; reapportionment; vision of Florida as a leading state and capturing spirit of people to move forward; integrity in politics and government; other; etc.

10. Unresolved Issues: Reapportionment solution, Florida as nation's worst imbalance; the death penalty.

11. "Picasso of Politics." Change, progress, hope.

12. "Quality of Spirit." Out of "moral wilderness."

13. "They Make You a Better Governor." Role of and dialogue with press in Florida politics. The Fourth Estate.

14. 1960 Democratic Convention Chair. *Time* magazine cover; integrity; vice presidential candidate consideration.

15. NAB President. "Scared them to death . . ."; leadership and changes; smoking, ratings, scandals; public interest and education.

16. 1964 Civil Rights Act - LBJ's "Political (dis)favor," risks; national spotlight, call for leadership.

17. "Vintage Collins": Selma, Alabama, March 1965. Literally and figuratively: "Bridging" differences; problem solving, conflict resolution; taking a stand and acting on one's beliefs; change.

18. 1968 U.S. Senate Campaign. Political and personal costs for taking a stand; Pledge of Allegiance remark; dealing with set backs and adversity; book writing.

19. Serve Florida. Inspiration and motivation for all Floridians, then and now. Look for needs. Act. Citizenship and leadership.

20. Other. All other themes, points, highlights, feelings, quotes, or other messages or details you wish to comment upon, have questions about, or want to learn more about.

III. A. Governor Collins:

"Floridian of the Century"

I. **INTRODUCTION**. Few public or private figures have been as respected, esteemed, and genuinely loved by the vast majority of Floridians as has Governor Collins.

Rarely does an individual achieve the level of recognition and honor that Governor Collins did in March 1991, when the Florida Legislature bestowed upon him the title of "Floridian of the Century." The special House Resolution captured not only the notable achievements, but also the affection Floridians feel about this hero we have come to know over the years.

The "Floridian of the Century" resolution serves as an excellent document for student inquiry and classroom activities, especially for learning about heroes, leaders, and role models; identifying, assessing and measuring stature and greatness; U.S. and Florida history; the Florida legislative process; and applying these lessons to students' lives today in an individual, personal way.

II. **RESOURCES**

A. Distribute copies of Resolution to each student.

B. Distribute "How an Idea Becomes a Law" Chart. Both are contained within. Use any additional Florida Legislature materials you may wish.

C. Your Florida Senator or Representative.

III. **ACTIVITIES AND LESSONS**:

A. Timelines. Set up 3 parallel timelines with, for, or by students. Have them draw out the 3 timelines on their own sheets of paper, or on the chalkboard, or on a wall mural, or posters on a bulletin board.

Objectives: To trace out in linear schematics, 3 overlapping timelines, to compare and contrast; and to observe linkages, cause and effect, historical context among all three.

1. USA, 1900 _____ 2000

2. Florida, 1900 _____ 2000

3. Gov. Collins, 1900 _____ 2000

Assign research projects on USA and Florida history, by decade or era. Work as (1) group projects, combining results; or (2) as designated individuals, depending on time and interest. Ask students to plot out major events, turning points on each of the 3 timelines, and then to discuss the patterns, cycles, and variables of history. Example: "Does history create the leader or does the leader create history?" etc. Use the Resolution as point of departure for this activity.

B. Heroes. Ask students to list out 5 of their heroes on a piece of paper at their desk. Then ask them to define the word, "hero" in their own words, with criteria and examples. Engage the students to discuss their choices and to explain their reasons. Do a class "brainstorming" session on what a hero is and why. Then begin to distinguish terms: (1) hero; (2) famous person; (3) celebrity; (4) notorious person; (5) role model; (6) public figure; (7) prominent; (8) courageous or exceptional person, etc. Work with class to come to a consensus as to what a real hero is and why. Example: A person admired for his achievement and his noble qualities. Also, see Plaque inscription quote, page 24.

C. Florida Hall of Fame. Research and locate the various Halls of Fame in Florida. From the Capitol and political ones, to artistic, literary, to sports, etc. Find out the procedures and qualifications for admittance. Consider submitting a qualified person from your city or county. Alternatively, create your own school, city, or county Hall(s) of Fame on selected topics. Create an award and honor distinguished people at a special event.

Ask students what heroic qualities or acts they or their family members, or friends may have exhibited recently. Let students know that they too are capable of being a hero, not just people in the limelight. Bolsters self-esteem at a time when young people are searching for their identities.

D. Florida Legislators. Invite your senator or representative for a classroom visit to discuss the legislative process, especially as it applies to the Resolution. Check to see if your legislator may have been a co-sponsor, and ask him or her what the atmosphere was like when it was announced in March, 1991, at the Capitol.

E. Hero Quotes. Use both of these quotes, then discuss and apply to Governor Collins as "Floridian of the Century."

- "The influence on Florida of the late LeRoy Collins, the gentle, eloquent Governor against whom every chief executive of the state since him has been measured is indelible."

  St. Petersburg Times, Aug. 3, 1992, p. 6A

- "Without heroes, we are all plain people and don't know how far we can go."

  Bernard Malamud, Author

Paradox: Hero/Heroine Within. One of the stellar traits of Governor Collins was his ability to identify and help to draw out, of individuals and groups, their special qualities, talents, ethics, and strengths. By tapping and fostering the development of others, he not only advanced his own leadership abilities, but also honored the best in others. This, among other qualities endeared him to Floridians.

Paradoxically, he could reach for the highest and be honored as "Floridian of the Century," yet could also be a regular citizen, human and accessible, with whom Floridians could relate. One of his legacies or lessons for us is that we each and all have much to contribute.

And lastly, no one is perfect. Despite virtues, each of us has shortcomings and makes mistakes. Governor Collins, the governor and man included. Ironically, because he did have setbacks and a humble, not inflated ego, people related to him as both a fellow human being and a hero of our times.

State of Florida

HOUSE OF REPRESENTATIVES

House Resolution No. 2279

By Representatives Reaves, Abrams, Albright, Arnall, Arnold, Ascherl, Bainter, Banjanin, Boyd, Brennan, Bronson, Brown, Burke, Chestnut, Chinoy, Clark, Clemons, Corr, Cosgrove, Crady, Davis, De Grandy, Deutsch, Diaz-Balart, Feeney, Figg, Flagg, Foley, Frankel, Friedman, Garcia, Geller, Glickman, Goode, Gordon, Graber, Graham, Grindle, Guber, Gutman, Hafner, Hanson, Harden, Hargrett, Harris, Hawkes, Hawkins, Healey, Hill, Hoffmann, Holland, Holzendorf, Huenink, Ireland, Irvine, Jamerson, Jennings, Johnson, C. F. Jones, Daryl Jones, Dennis Jones, Kelly, King, Langton, Laurent, Lawson, Lewis, Liberti, Lippman, Logan, Lombard, Long, Mackenzie, Mackey, Martinez, McEwan, Mims, Mishkin, Mitchell, Morse, Mortham, Muscarella, Ostrau, Peeples, Press, Pruitt, Rayson, Reddick, Ritchie, Roberts, Rojas, Rudd, Rush, Safley, Sanderson, Sansom, Saunders, Sembler, Silver, Simon, Simone, Sindler, C. Smith, K. Smith, Stafford, Starks, Stone, Thomas, Tobiassen, Tobin, Trammell, Valdes, Viscusi, Wallace, Webster, Wetherell, Wise and Young.

A resolution naming LeRoy Collins as Floridian of the Century.

WHEREAS, no individual has had a more enduring and beneficial impact on the State of Florida in this century than has LeRoy Collins, our thirty-third Governor, and

WHEREAS, born in Tallahassee on March 10, 1909, of humble origin, LeRoy Collins quickly rose to prominence, marrying, in 1932, Mary Call Darby, a great granddaughter of Richard Keith Call, twice Territorial Governor of Florida, and two years later launching his remarkable political career as a 25-year-old state representative from Leon County, and

WHEREAS, as a state representative and state senator for three terms each, interrupted only by brief service in the Navy during World War II, LeRoy Collins led the state's education efforts and was the moving force behind the Minimum Foundation Program, the state's first attempt to finance a modern and uniform system of statewide public schools, and

WHEREAS, as Governor for six years, LeRoy Collins was instrumental in modernizing the state by, among other things, creating the Department of Corrections and the State Development Commission, initiating construction of the interstates and the Florida Turnpike, implementing state central purchasing, extending the state's merit system, and founding the State Community College System, the University of South Florida, and Florida Atlantic University, and

WHEREAS, Governor Collins, who is credited with originating the phrase "government in the sunshine," continually pushed for greater public access to government, led the effort to fairly apportion the state, and sought to revise the state's antiquated constitution, all of which were later accomplished as a direct result of his tireless efforts, and

WHEREAS, Governor Collins led Florida, and many say the nation, with grace, courage, and moral conviction through the turbulent period of school desegregation in the late 1950's and early 1960's by vetoing legislation intended to close the public schools to preclude access by African-American children and by appealing to the sense of justice and fairness required of all Americans by the United States Constitution and our unique and collective history, and

WHEREAS, although he would later lose a race for United States Senator from Florida for taking so prominent a role in civil rights, Governor Collins never regretted his stand and in remaining steadfast in his convictions became a moral beacon to us all, NOW, THEREFORE,

Be It Resolved by the House of Representatives of the State of Florida:

That LeRoy Collins, thirty-third Governor of Florida and moral conscience of the state, is hereby named Floridian of the Century.

BE IT FURTHER RESOLVED that a copy of this resolution be presented to Governor Collins' family as a tangible token of the sentiments expressed herein.

This is to certify the foregoing was adopted on March 12, 1991.

Speaker

Clerk of the House

BEST COPY AVAILABLE

How An Idea Becomes A Law

CONCERNED CITIZEN
Legislator or group suggests legislation

REPRESENTATIVE decides to introduce bill

BILL DRAFTING SERVICE either writes bill or reviews for style

BILL FILED WITH CLERK numbered, printed

FIRST "READING" by publication in *Journal* Speaker assigns to committee

COMMITTEE HEARINGS
Bill Reported,
1. favorably
2. favorably, with amendment
3. favorably, with committee substitute
4. unfavorably (killed)

CALENDAR
Rules Committee selects bills for Chamber consideration

CHAMBER SECOND READING
bill read for amendment

CHAMBER THIRD READING
bill debated, roll call vote on passage, if passed

HOUSE OF REPRESENTATIVES

deliver to SENATE SECRETARY

BILL READ FIRST TIME
President assigns to committee

COMMITTEE HEARINGS
Bill Reported,
1. favorably
2. favorably, with amendment
3. favorably, with committee substitute
4. unfavorably (killed)

SECOND READING
bill read for amendment

THIRD READING
bill debated, roll call vote on passage, if passed

SENATE

RETURNED TO HOUSE
without amendments
with amendments

HOUSE concurs
HOUSE refuses to concur

CONFERENCE COMMITTEE
HOUSE members
SENATE members
(majority of each must agree to report)

HOUSE and SENATE adopt conference report in its entirety, pass bill

TO ENROLLMENT (as act)

TO GOVERNOR

signs act

approves without signature

vetoes

two-thirds vote in each house overrides veto

TO SECRETARY OF STATE

BECOMES EFFECTIVE
on 60th day after adjournment sine die
or
on specified date
or
upon Governor's signature

A simplified chart showing the route a bill takes through the Florida Legislature. Bills may originate in either House. This bill originated in the House of Representatives.

This public document was promulgated at an annual cost of $ 100 or $.005 per copy for the purpose of informing the public about the passage of laws.

OFFICE OF THE CLERK
HOUSE OF REPRESENTATIVES

BEST COPY AVAILABLE

IV. Florida 2000:

Issues Then and Now

I. **INTRODUCTION**. Gov. Collins is remembered as a visionary and a leader. From his first inaugural address in January 1955 onward, he envisioned Florida as moving forward, tackling its problems and issues of the day, and emerging into a vibrant, modern state.

The Governor's courageous leadership and his deep faith in the citizens of Florida to face its challenges, serve as lessons to us today as we grapple with multiple, complex issues.

Many of the issues we face today in Florida are similar to those in the past; others are vastly different. What remains constant is: (1) change; (2) problem solving; and (3) participatory democracy and government-citizen dialogue. Governor Collins was an excellent communicator who used his abilities and the new media of television to reach out to the citizens and to encourage their participation in shaping Florida's future.

Democracy is not a spectator sport; we all are responsible for its vitality, either as citizens or as leaders.

By the year 2000, Florida is expected to become the 3rd largest state in the nation, with corresponding status and clout. These exercises and lessons below serve as practice for students as they prepare for responsible citizenship.

By juxtaposing issues in a "then" and "now" chart format, students learn both substantive content as well as analytical, problem solving, process skills.

II. **RESOURCES**. Use video and worksheet notes, at minimum. Ask students to bring a variety of Florida newspapers to class from 4 or 5 different parts of the state; include a mix of large city, medium city, and rural areas. A few Florida magazines, 2 or 3, would be helpful, as well. Check local or school libraries for additional, current materials. Use the local newspaper and television news reports for detailed specifics about your area.

III. **ACTIVITIES**

A. Governor Collins Quote about Florida. Write this on chalkboard, or distribute as a handout to class. Use it as an aspirational quote for all activities in this section. Governor Collins wrote these words as the dedication of his book, *Forerunners Courageous*, 1971.

> "To those who love Florida, not just for what it is, but for what it ought to be; and who with open minds and generous hearts strive to make their dreams come true."

B. Chart: Florida Issues--Then and Now. Ask students to list out 5-10 important, specific issues faced by Governor Collins and Florida citizens during the 1950s and '60s. Next make a corresponding column indicating in a summary, short hand term or two, how it was resolved, or the outcome.

Then make a similar list for Florida today, 1990s, or using this year as a focal point, if preferred. Ask students to review historical content, and process skills of conflict resolution or long-range planning used at that time. Then adapt, adopt, and apply skills to today's challenges.

THEN		NOW	
Issues	**Outcome/Solution**	**Issues**	**Outcome/Solution**
1. Reapportionment . . . *Baker v. Carr*, 1991		1. Reapportionment . . . . Sup. Ct. Case *U.S. v. Florida*, 92-767, 1994	
2. Public Health		2. Health Care	
3. Environment		3. Environment	
4.		4.	
5.		5.	

C. Chart Variations.

1. Use one year only, example: 1955 vs. 1995.

2. Use one issue only, examine in depth.

3. Prioritize the 1990's list; by student, by class debate.

4. Use only city or county issues.

5. "Vision of Florida - Year 2010." Ask a creative group of students to conceive a vision, then write it out or draw it. Report to class for feedback, variations. Or, assign various areas to different students, then collectively they synergize a vision. Example: technology, tourism, agriculture, environment, etc. can be interdisciplinary, or totally law oriented.

6. Governor Collins, Florida's Elder Statesman. Use Governor Collins' newspaper articles and columns, or other resources for additional approaches to problem solving and Florida issues. His impact and participation as leader in the state continued beyond his years as governor, example: environmental issues; writing and public speaking; the Collins Center at FSU; etc.

D. Floridian of the Century and "Then and Now" Charts.

For long-range projects, or more in-depth study, have students integrate the timelines, charts, and issues involved in both activities.

Florida's dramatic growth and change can be startling when it is depicted in a visual, flowering schematic chart, or diagram, or timeline. Use additional facts and research materials for a summarized information sheet to go along with visual displays.

Emphasis on the beginning or end of a timeline also can be dramatic for capturing attention and measuring change. Examples:

Florida, Circa 1900	**Florida, Circa 2000**
1. Population: 528,542; Least populist southern state; mostly in northern tier	16 million; 4th largest, USA etc.
2. Agriculture: major economic	Services, tourism, etc.
3. Salaries: annual per capita income is ½ national rate	
4. Poll Tax and Jim Crow laws	
5. Democratic party control	
6. 5,000 citizens lived in Tallahassee, capital city	
7. Number attorneys, then	Now
8. Number paved roads, auto, etc.	

Source: Tom Wagy, *Governor LeRoy Collins of Florida: Spokesman of the New South*

V. Florida Leadership and Citizenship Day: March 10th

I. **INTRODUCTION**. Governor Collins' birthday, March 10th, may be an ideal day to set aside for special events, commemoration, or similar activities, in or outside the classroom. Law Week may also be an appropriate time to remember and study "The Floridian of the Century."

Beyond information, learning, and reacquaintance or commemoration, there is the need to exercise the lesson of leadership and citizenship in one's own community. These activities are offered to spark ideas, interests, projects, involvement and action. No better tribute is paid than that of actually applying and living out the values admired and principles studied.

II. **ACTIVITIES**.

A. Leadership. Define it with class, using criteria and examples. Identify leaders in your class, school, community, state, and nation. Ask students to list out at least 5 times when they were voluntarily or involuntarily put in leadership roles, formally or informally. What problems did they face; what rewards and pressures did they feel, etc.

B. Quote about Governor Collins' Leadership - Florida Supreme Court Justice. Justice Charles T. Wells, one of Florida's newest Supreme Court Justices, at his investiture in June 1994 commented in his address:

> "`I am a product of the transition of Florida from a rural agricultural state to the type of diverse multicultural state it has become,' Wells said.
>
> "In accepting the seat on the court, Wells praised former Gov. LeRoy Collins, whom he called his mentor, `because I believe he helped Florida move in the direction it should.'
>
> "He taught the lesson at a time when it was hard to be taught that we all have a responsibility toward the dignity of every man and woman in this state and in this country and that we cannot tolerate prejudice in any form,' Wells said."
>
> *Florida Bar News*, July 1, 1994, p. 1

Ask students to respond to this quote as it relates to leadership. Ask students to recall the video, and how Governor Collins used practical approaches as well as high moral, ethical persuasion in his leadership style. What issues today can use that style to resolve problems? Note with the class that Governor Collins' impact on people, and current and future leaders is exemplified in this quote by Justice Wells.

C. Quote about Governor Collins' Leadership - Newspaper

> "The influence on Florida of the late LeRoy Collins, the gentle, eloquent governor against whom every chief executive of the state since him has been measured, is indelible.
>
> "Collins led the state with wisdom and his humanity through the nation's turbulent civil rights revolution, believed in democracy and used government to fight for the betterment of people's lives and lived the philosophy that hope was essential to survive adversity."

Source: *St. Petersburg Times*, Aug. 3, 1992. p. 6A

Again, ask the students to respond to the quote, then ask how they might apply it to today's issues. Compare and contrast leadership styles and standards of elected officials since Governor Collins.

D. Governor Collins' View on Leadership - *Forerunners Courageous*. Governor Collins served as an elector of "The Hall of Fame of Great Americans" located at New York University. He was experienced in examining criteria for leadership and in assessing great leaders who qualified for membership. Additionally, he wrote in one of his books the following.

> "The qualities that to me are of most importance in judging a political leader are: (1) his `integrity,' and I use the term in its broadest sense of `wholeness' and the reflection of a leader's faithfulness to the public interest in all actions he takes; (2) his ability to make tough decisions; (3) his administrative competence to get his decisions implemented; and (4) his `style,' `charisma,' or whatever one may call those personal qualities that enable man to have mass appeal."

Source: *Forerunners Courageous: Studies of Frontier Florida*

Ask students to apply those criteria to Governor Collins, using specific examples, then assess his success, on a scale of 1-10 in each criterion. Ask students what they might change or add to this set of criteria. To what extent is leadership subjective/objective? Apply criteria to your current local and state leaders. Distinguish leader from hero (use activities in other sections).

E. Participatory Citizenship. Participatory democracy cannot be viable without an involved citizenry. Countries throughout the globe are struggling to attain what we so often take for granted: a free and open society governed by the rule of law and citizen involvement.

Governor Collins repeatedly called upon us to be active, concerned Floridians, and to help chart our own future. He had faith in citizens to grapple with and solve difficulties. Dialogue and interaction are keys to a healthy democracy, where freedom of expression is a valued right. Leaders and citizens both need on-going opportunities to have input and exchange ideas.

Ask students to compile a list of citizenship activities, rights, involvement examples, and quotes. Then either assign a classroom activity or individual projects, and help students to enlist support for their projects in the community.

Examples - community participation projects, petitions, voting, taxes, campaigning and elections, lobbying, education about issues, civil disobedience, being heard and having input, volunteerism, protests, impeachment, "4th estate"-newspaper articles, exercising one's rights, public debates, "when citizens lead, leaders will follow," government in the sunshine, accountability and responsibility, etc.

F. Guest Speakers in Classroom. Invite a variety of leaders and citizens' groups in to discuss current issues, panel discussions. Examples: gun control, environment, welfare reform, health care, abortion clinics, juvenile justice, religion in schools, death penalty, immigration, etc. Attempt balance and allow opposing views; avoid one-sided or extreme views to dominate.

G. Community Project(s). Select a class or school project to complement or help a community organization or project. Individual students may wish to volunteer or intern on a regular basis. (Make sure that all school and county procedures, rules, and regulations are followed prior to initiating any project.)

H. Elected Officials. (1) Invite those in public office to visit your class or school. Discuss current interests students have and deliver a list of suggestions/solutions for lawmakers to consider. (2) Class trip to local or state decision-making bodies; watch how democracy works. Ask to meet with your representatives. (3) Initiate or propose legislation. Originate an idea or plan or resolution to a problem that can be effected by a law. Choose a local, state, or national, or even international forum to work with, depending on what students propose.

You might begin with a small item, then take it further as interest merits and as it seems viable. Example or model to consider:

I. Proclamation: Leadership and Citizenship Day - March 10th. Ask students to write up a proclamation or resolution declaring "Leadership and Citizenship Day -March 10th - in honor of Governor Collins" in your class. They may list out "whereas" clauses, or reasons and then an ultimate "wherefore/therefore" clause, which states the action/outcome desired.

In effect: March 10th would be set aside annually to both: (1) honor Governor Collins, and to learn about him; (2) exercise leadership and citizenship, either in the classroom or in the community, or perhaps both. In other words, an on-going, living tribute that enlivens and strengthens democracy and Florida citizenship.

Have students draw up the formal, long document in an artistic way with careful draftsmanship (a lesson in itself on legislative drafting, and statutory interpretation). Conduct an "Official Vote" in class to validate it with teacher guidance and approval. Then students may wish to sign their names to the bottom of the document. Voluntarily, and optional.

Then set aside March 10th in your classroom for the special day and activities you wish to have. Make it an annual tradition.

Perhaps the class may wish to take it to the next level, school, county, and perhaps ultimately to the state level, joining with other co-sponsors for a statewide proclamation or resolution in the Capitol during the next legislative session.

Such a grassroots initiative from students, classes, schools would be a worthwhile endeavor to consider.

Perhaps one of your classes might take the lead in your area and use your proclamation as a model.

Eventually, your representatives and senators could assist and champion your proposal, or serve as a formal co-sponsor at the Capitol.

Various other participatory democracy and citizenship projects can be devised for student involvement, locally or statewide using this model.

Use your imagination and initiative. Take the lead, or join others who already may have launched an idea or proposal. This is leadership and participatory democracy in action; and a living tribute, too.

The Florida Law Related Education Association

Whereas, democracy is not a spectator sport,
and we are all responsible for its vitality; and
Whereas, Florida is expected to become the 3rd
largest state in the nation by the year 2000; and
Whereas, to prepare Florida youth to be the leaders of the future,
students need exposure to leaders exhibiting the qualities
of integrity, wisdom, public spiritedness, and humanity,and;
Whereas, an involved citizenry is vital to a participating
democracy; and
Whereas, the Florida legislature recognized LeRoy Collins as
Floridian of the Century;

Be it resolved by The Florida Law Related Education Association,

That March 10th be recognized annually as Florida Leadership and Citizenship Day in honor of former Governor LeRoy Collins' contributions to the State of Florida.

Annette B Pitts

Executive Director
The Florida Law Related Education Assoc.

VI. A. Teaching Ideas

for

Forerunners Courageous: Stories of Frontier Florida

I. **INTRODUCTION**. Governor Collins was noted for his talented communication skills. As an orator and a writer, he touched our lives during and after his era in government service.

Students can learn to sharpen and improve their own writing and public speaking skills by reading, watching, and hearing any of Governor Collins' communications. Written speeches, television, video, books, articles, and newspaper columns are available, with some research, to the public.

By sampling a variety of his communications, students can learn about style, content, subject matter, delivery. They can learn about Governor Collins--the person, the man, the human being--in a very direct way: no one can read a selection of his writings, or hear his speeches without feeling and sensing his leadership and his enduring personal qualities.

II. **RESOURCES**. Get copies of *Forerunners Courageous* for classroom usage. Or, make copies of desired chapters for use in activities. Later, keep them on reserve in the library for future use. Check school and local libraries.

III. **ACTIVITIES**. Divide up book chapters, then assign students, depending on interests and abilities. Ask them to read the chapter(s) and to prepare a written or oral report for the class.

Focus can be totally law related, or it can be interdisciplinary. Adopt and adapt accompanying "Student Worksheet Guide."

Ask students to read aloud some of the best sentences in each chapter to the class. This serves many purposes: to give students public speaking practice; to allow students to hear good story telling, wit, style, communication talents.

VI. B. *Forerunners Courageous: Stories of Frontier Florida*

by LeRoy Collins:

Student Worksheet Guide

STUDENT INSTRUCTIONS:

1. Your teacher will give you specific instructions about your assignment regarding readings in this book by Governor Collins.

2. You might be working individually, as a group, or as a class.

3. Use this worksheet as a guide for studying about Florida; its history; its variety of inhabitants; its land and cultures over the years; its leaders, laws, governments, and politics; and for studying about some of Governor Collins' life, values, communication style, and his love for Florida.

4. This worksheet emphasizes LRE issues (Law Related Education).

- Dedication: Quote
- Forward, by Sen. Ed H. Price, Jr.: Excellent summary sketch of and comments about Governor Collins as a person and about the Collins era.
- Preface: Author's overview; "90% authentic history," and "10% other."
- Acknowledgements: Appreciation; people who helped and were involved.

Chapter 1. "Read-Alston Duel." Duel to the death; mob rule and vigilante justice; conflict resolution; political settlement; political reforms; constitutional convention, 1838-1839, etc.

A. **Summary and Comments =**
B. **Lessons Learned =**
C. **Today's Issues and Law =**

(Suggestion Note: Use above format, "A, B, C," as you study each chapter to gather information, synthesize the meaning and lessons involved, and to apply that to today's issues and laws in Florida.)

2. "Hell Off Hatteras." 1837 boat and hurricane; Croom family; torreaya, botany; law suit; inheritance law; maritime and admiralty law; conflicts of law between states, etc.

3. "Osceola." Seminoles and Creeks; Florida panther and nature; Florida territory and land rights; Whites vs. Native American cultural classes; slavery; Indian leadership and values; treaties; human rights; multi-culturalism; etc.

4. "The Wreckers." Florida Keys, 1850s; Coconut Grove; sailing and salvage vessels; "free booters," smashed reefs; Wrecking Act 1823; shipwreck and admiralty laws; lighthouse, coast guards; international law; 1st Corinthians, 9th Ch., 24th V., etc.

5. "Battle of Natural Bridge." Florida's Capital: Only one not to fall; 1860s Civil War Battles; West Florida Seminary (FSU); Classic and Full Story, Confederate Memorial Day, "This is Where I Stood" (WFSU Video adapted this for title and opening story).

6. "Judah Philip Benjamin." Spanish-Jewish ancestry; lawyer, legislator, U.S. Senator; confederate cabinet leader; escape through Florida, Bimini; English Barrister and comparative law; "Patent of Precedence," Queen of England; Bradenton Area Gamble Mansion.

"Interlude:" "Reflections of a Part-Time Beachcomber;" "Growing up"; "Sanddunes"; "Beach Walk"; "The Shell"; "Papa and Joe Nathan." Entertaining, insightful, touching stories about a variety of topics, people, and values. Human interest. Example: Early Tallahassee life, social, economy, race relations; strength and faith; environment; lake fishing; child's insights; personal development; etc.

7. "The Janes' Memorial Drive." Environmental issues; Everglades; royal palm; Florida panther; wild flowers and marsh lands; Copeland; nature bank.

8. "*Corbett vs. Mitchell*." Jacksonville, 1890s; prizefight boxing match; anti-dueling law; conflict resolution; defiance of law; restraining and injunction law; gambling laws; scalping; violence.

9. "Napoleon B. Broward and 3 Friends." NYU Hall of Fame, leader qualities; Cuban Liberation; Spanish-American War; neutrality laws; cargo ships; U.S. customs law; dead or alive reward, filibustering; U.S. Supreme Court case; etc.

10. "Mama and the Outlaw Watson." Maternal history; 1890s schools, Alva/Ft. Myers, riverboats; outlaws and unwritten laws; law and order-rule of law; "Florida's most notorious gunman"; etc.

11. "House of Call." Tallahassee, The Grove; R. K. Call, General and 1st governor; family history; Florida territorial and civil war times; 1861 legislative battle-seceding from USA; House of Call--stories of human interest, varieties of residents, developments, mixed with family history; Mary Call Collins, family heritage of public service in Florida and own political acumen: Tribute to Wife.

VII. Governor Collins' Writings:

St. Petersburg Times

I. **INTRODUCTION**. Governor Collins' writings influenced leaders and citizens alike after his government and public service years. Some of his best writing was during his years as a special columnist at the *St. Petersburg Times* in the 1980s. Topics varied from serious political discussions to light-hearted human interest stories. All were well written and contained valuable insights or lessons. All were engaging, some were serious, some witty, and a few were laugh-out-loud funny. It is best to sample a wide variety to appreciate his wit, wisdom, and writing style.

II. **RESOURCES**. Contact your school or public library about past issues of the newspaper. Make copies for classroom usage. Contact the newspaper directly for other resources or information about copies.

III. **ACTIVITIES**. Divide sample copies in groups of 3-4 students. Have students read then exchange their articles.

Or, distribute and have students read a specific article. Then ask students to write a short article about the same topic/theme but based on a current issue, or event, or topic of the day. What are common core ideas or themes? What are differences? Does the student agree or disagree with Governor Collins' views? Why?

Sample articles (randomly selected and sent by newspaper for illustration purposes):

1. Story #32052 - Headline: "Tallahassee was Enriched by Some of Its `Different' Residents."

   Deals with diversity, values, human dignity, human interest story.

2. #20145: "Confrontation Dims Promise of Hughes Research Center."

   Powers of public responsibility; public service and authority; commerce and business for Florida; etc.

3. #15676: "Our Enduring Constitution Gives us Good Reason for Celebration."

   Patriotism; we the people; more than flag waving and cannon booming; leadership skills; military roles; etc.

4. #14756: "How a Russian Painting Made Its Way to Tallahassee."

   Levitan's Dead Ducks; art objects; laws in Russia; visit to USSR; travel laws; etc.

5. #59062: "Reflections on the Nation's Struggle with Desegregation."

Florida's adolescence; moral leadership; federalism; 1960 presidential campaign; *Brown v. Board of Education*; etc. Example: "Turmoil incubates progress with determined leadership." "It is only a still boat that leaves no wake;" etc.

IV. **GOVERNOR COLLINS - QUOTATION BANK**. Students search for quotable quotes to put into a quotation bank, by topic, on a 3" x 5" card, citing source and date. Posters, cartoons, calendars, T-shirts, drawings, photos, skits, songs, collages, etc. may be used for creative expression of the quote. Use all materials available. Apply to current LRE lessons in class.

VIII. A. Commemorative Plaque:

Creative Expression

I. **INTRODUCTION**. As a commemorative tribute to native son Governor LeRoy Collins, the Leon County Library in Tallahassee was renamed in his honor, September 17, 1993: LeRoy Collins Leon County Library.

U.S. Attorney General, Janet Reno, another distinguished Floridian, was the featured speaker at a dedication ceremony replete with dignitaries, friends, family, and citizens.

A commemorative plaque, and a photo display about Governor Collins, were especially created to celebrate the occasion and to serve as a permanent library exhibit for all citizens to enjoy.

The artistic plaque can serve as a unique and fun educational opportunity for classroom learning, especially if used as a cumulative, synergistic, concluding project in these studies about the "Floridian of the Century."

Using the three key components of the plaque: (1) words/symbols; (2) governor with doves/symbols; and (3) inspirational inscription; students learn in both the cognitive and affective domains.

Students can creatively use their imaginations to devise and draw their own version(s) of the commemorative plaque, given the basics provided in the enclosed student worksheet. Alternatively, they can devise a completely different, original plaque of commemoration.

Give them encouragement to experiment, to try a variety of approaches, to use whatever creative, artistic skills and materials they can. Although some are more talented than others, everyone should view this exercise as a positive, playful, learning experience.

II. **PURPOSE**. Remind students that they are to be original in their designs. The vast majority of them will not have seen the original version, so they should not be predisposed to any set notions. The purposes of this project are: (1) to let students creatively express their personal impressions about the Governor in their own unique way, using the basics provided, and drawing from their class studies; (2) to foster a variety of artistic variations on a theme - the original version. Or, a completely, new, original (plaque of) commemoration.

Many students will eventually visit, live in , or pass through the capitol city at some point in their lives. This exercise may prompt them to expend a few extra moments visiting the Capitol, and then to swing by the Leon County Library to see first hand the original version of the plaque and compare it to his or her own creation in class.

III. **EXHIBIT**. Use the student plaques to exhibit in the classroom, library, or school display area on "March 10th: Leadership and Citizenship Day" in honor of Governor Collins.

IV. **OTHER VARIATIONS**. Write an essay using all the words in the original plaque. Devise a crossword puzzle using the words from the plaque or add words. Example: noble, storyteller. Add the Florida flag to any project. Governor Collins was responsible for reintroducing the use and visibility and pride in the Florida flag.

VIII. B. Student Worksheet Guide:

Commemorative Plaque

I. INSTRUCTIONS

A. Listen for complete instructions and assignments given by your teacher.

B. Decide whether you would like to:

1. Create a variation on the theme plaque, or

2. A new, different, original commemorative plaque, or poster, or other expression.

C. You are encouraged to exercise your originality, creativity, and artistic expression in this activity, combining it with the facts and information you have already learned about Governor Collins, the Collins era, and his lifetime impact on Florida.

D. The brief description below is not the original plaque, it is the summarized, basic information only, for you to work with. Rearrange it, add symbols, words, as you envision your variation, or new idea. Choose size, shape, texture, medium, colors, materials, etc.

E. Enjoy yourself. Share and learn from what you and your fellow students create.

II. LEROY COLLINS LEON COUNTY LIBRARY COMMEMORATIVE PLAQUE SUMMARY

A. **Words**: Vision, dignity, strength, compassion, morality, ethics, integrity, consistency, faith, stability, empathy, fairness, grace, realize, imagine, conceive.

B. **Figures/Symbols:** Doves. Governor Collins.

C. **Quote/Inscription:** "In remembrance of Governor LeRoy Collins. A man before his time, yet of his time. A living example: A Hero to Thousands."

Dedicated September 17, 1993
Tallahassee, Florida

IX. Florida Constitution Revision?

1997

Constitution Review Commission

I. **OVERVIEW**. Participatory democracy and alert, active, informed citizenry are inextricably entwined. "Rule of Law" concepts which so many developing nations are striving for worldwide, begin with a structured legal system and a constitution as its foundation.

Florida has a unique constitution in that it not only allows for occasional changes, it actually encourages review and revision on a periodic basis. Citizens are invited to give input, and to be part of the revision process. Florida is currently ruled by its 1968 Constitution, the sixth one since 1838.

Every 20 years a Constitution Revision Commission is established to review Florida's Constitution and to consider changes or amendments. The last commission met in 1977-1978; the next opportunity is in 1997-1998. A separate taxation and budget reform commission last met in 1990; its next scheduled meeting will be in the year 2000.

Public meetings will be held seeking citizen input; a one-day conference in Tallahassee is scheduled for March 6, 1995; a commission will convene and meet regularly during 1997-1998, among other plans. Public awareness of this process, of the constitutional and legal issues involved, and lively debate as to what can and should be changed are all important components of democracy.

Begin to make plans to study Florida's Constitution and the revision process. Be alert for meetings to attend, materials being prepared from Spring 1995 onward. Outline or sketch out proposed curriculum or special events for the next couple of academic years. Set aside designated day(s) or weeks for highlighting commission activities and reports. Think of special speakers or resource persons in your community, bar associations, or statewide agencies that can assist you or come for a class visit.

II. **RESOURCES**. The following are sample resources to begin your lesson planning on this topic. Recall that Governor Collins was instrumental in Florida's "Government in the Sunshine," and that he also dealt with reform of the state constitution.

A. Conference on the Florida Constitution, March 6, 1995, Tallahassee. Sponsored by The Florida Bar's Administrative Law Section, The Council of Sections, and the Collins Centre for Public Policy at Florida State University. Limited seating expected; however, other subsequent meetings, or materials, or bibliographies may stem from this.

B. *The Florida Bar Journal* article, "The Conference on the Florida Constitution," by Stephen T. Maher, December 1994. 71 *FLBJ* 66 (1994).

C. D'Alemberte, Talbot. *The Florida State Constitution: A Reference Guide* (1991).

D. Uhlfelder, Steven J. "The Machinery of Revision," 6 *Fla. St. U. L. Rev.* 575 (1978).

E. Williams, Robert F. "A Generation of Change in Florida State Constitutional Law," 5 *St. Thomas L. Rev.* 133 (1992).

F. *Nova Law Review: Double Symposium Issue on the Florida Constitution*. 1995 Publication. Contact:

Shepard Broad Law Center
3305 College Avenue
Ft. Lauderdale, Florida 33314
(305) 452-6195

G. Collins Center for Public Policy at Florida State University; serving all of the state universities. General information may be available from time to time.

X. "LeRoy Collins: The Happy Warrior"

Statewide Library Project

I. **OVERVIEW**. The Leon County Library, renamed to honor Governor Collins, also houses the commemorative plaque and displays a photo exhibit (see sample quotes below).

A recent initiative has resulted in a grant award to the Library to devise a statewide project entitled, "LeRoy Collins: The Happy Warrior." Three public programs are proposed for Tallahassee and a traveling exhibit will be created to take across the state.

Plans and details are currently underway in Tallahassee at the Library. More information about the programs and traveling exhibit will be available throughout 1995-96.

Keep alert to the development of this project, and where and when it will visit in your area. The project targets the general public population and will probably be exhibited most of the time at libraries in its traveling tour.

This Library project is complementary to the studies contained in this LRE Guide: take advantage of both, and let your students enjoy another level of exploring the life and times of Governor Collins, "Floridian of the Century."

II. **ACTIVITY**. Perhaps your class or selected students might volunteer some time to help set up this exhibit, or to participate in some way in any event or programs that may stem from this worthwhile project. Showcase your classroom activities in some complementary manner when the project comes to your area.

III. **CONTACT**. Governor Collins Project, The LeRoy Collins Leon County Library, (904) 487-2665; or write, 200 West Park Avenue, Tallahassee, Florida 32301-7720.

IV. **SAMPLE QUOTES FROM PHOTO EXHIBIT AT LIBRARY**.

At conference table, with Cabinet members:

> "If you know you are right about something, go after it, even if you don't think you can win. It may be that you will be surprised and people will see the rightness of your cause and support it."

At desk signing law:

> "God forbid that it shall ever be said of our administration, 'they did not have the vision to see, they did not have the will to try.' Courage without vision is not leadership."

XI. About the Author

Ann Marie M. Karl, of New York, lived in Florida for nearly two decades. She is a member of both the New York and Florida Bars, and works in the international business field. Currently she is a contributor to a Rule of Law, Democracy, and Business Development program in Russia, among other endeavors.

Ann Marie originated the statewide Law Related Education program in the schools, K-12, through The Florida Bar's initiative, 1977-80, serving as its director. She is a consultant to the Florida Law Related Education Association, from time to time, and enjoys working with students and educators at all levels.

She initiated and co-chaired the Governor Collins Commemorative Project in Tallahassee in 1991-92. She first became acquainted with Governor Collins' accomplishments in 1970 when she served as a VISTA volunteer in the U.S. Anti-Poverty Program, working on projects with the University of Florida.

Ann Marie has degrees from Syracuse University; New York University, M.A.; and Florida State University, J.D.

XII. About the Association

The Florida Law Related Education Association is a private, non-profit organization dedicated to advancing law and citizenship education opportunities. The Association sponsors a wide range of programs and services for K-12 schools statewide.

For additional information, contact Annette Boyd Pitts, Executive Director at 1625 Metropolitan Circle, Suite B, Tallahassee, Florida 32308.

"God, help me see
Beyond the tear
That needs drying,
Also the cause of the crying."

Governor LeRoy Collins